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Developing Islamic Religious Education Learning Videos in Fourth-grade Elementary School

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ABSTRACT

It is known that several Islamic religion teachers in Yogyakarta, Indonesia have not made maximum use of videos in their learning. The purpose of this study was to develop learning videos for Islamic religious education in grade IV elementary schools, to test the quality of feasibility, and its application in learning, and to measure the effectiveness of using video media on student achievement. This study used a 4D model (Define, Design, Develop, and Disseminate), and the data were collected using questionnaires, tests, and documentation and analyzed using descriptive analysis. The results of the study showed that the product of learning video using the Wondershare Filmora application has met the eligibility quality in line with the small test results of media experts and material experts. The application of video media could run smoothly and enjoyably. The video was found to be capable of facilitating the learning process. The results of the student's assessment of the video for the readability test were very good. The video was found very effective in use in Islamic religious education learning and was capable of improving student achievement. Students' understanding was found to get better after learning with video, thus improving their learning achievement.

Keywords
Character Education
Islamic Education
Learning Media
Wondershare Filmora

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Introduction

Learning media is an important element for achieving learning goals and better quality of the learning process. Especially in elementary school, students cannot understand well if they only listen to the teacher without seeing interesting shows or pictures. The success of a lesson and the achievement of learning objectives can be determined through the media used by the teacher in learning activities. Learning media can make it easier for teachers to convey lesson material and make the learning atmosphere more interesting and enjoyable. Learning media can clarify the presentation of messages and information so that it can facilitate and improve learning processes and outcomes. Learning media can also increase and direct children's attention so that it can create motivation to learn. Using appropriate learning media will help the learning process to be effective and efficient [1], [2], [3], [4], [5].

The very rapid development of science and technology requires the design of learning media to undergo adjustments and changes. Initially, from media that was still traditional, it became more interesting multimedia. Various types of learning media can be chosen, one of which is video media. Videos can make abstract concepts concrete and more practical in presenting lesson material. The use of video media in learning can make learning more interesting so that children's motivation increases and can eliminate boredom [6], [7], [8], [9].

Based on the research results of [10], the use of video media can improve the learning achievement of grade IV elementary school students in the subjects of Islamic Religious Education and Character. In integrated thematic subjects [11] this is also the case. The use of animated video media supported by the guided inquiry learning model has an impact on students' cognitive learning outcomes [4]. The learning outcomes of students who use learning video media are better than the learning outcomes of students who don't use learning videos [6]. In other research, based on educational level, it turns out that the use of video learning media is more effective at the Vocational High School and Elementary School levels with a very high effect size category [3].

In reality, some elementary school Islamic Religious Education teachers still do not make maximum use of video media. According to the results of interviews with several Islamic Religious Education and Character Education teachers in Kapanewon Wates, Kulon Progo, Yogyakarta, Indonesia on December 20, 2021, it is known that teachers have not used learning media that supports Islamic Religious Education learning optimally. Teachers tend to use printed books, card media, voice notes or voice recordings, and visual media in the form of PowerPoint slides which contain lesson material and are packaged simply in written form. Explanations of material in the form of facts and events also tend to be presented in lectures, making students less interested and paying less attention to learning, some students even do

other activities, such as talking with friends and not listening to the teacher's explanation. As a result, student learning outcomes are low, many are below the KKM (Minimum Completeness Criteria) scores set by each school.

Based on these facts, learning media are needed that can foster student learning motivation so that students become more interested and enthusiastic in participating in learning which ultimately can improve student learning outcomes. Thus, this research aims to develop learning videos on the subjects of Islamic Religious Education and Character in fourth-grade elementary schools. The development of learning videos is expected to be able to support teachers and students in the learning process so that they can achieve learning goals optimally. The material chosen is the material of Faith in Allah's Messengers. The characteristics of this material tell about abstract beliefs. Abstract material for elementary school-age children will be easier to understand and more interesting if shown using video media.

The learning video specifications developed are using the Wondershare Filmora application which is considered practical, light, and easy to learn, the appearance is simple, and the various tools contained in this application are also very easy to recognize so that it will be easier for users when editing videos. Apart from that, there are various templates that you can choose from and you can upload music as you wish and are equipped with various moving writing styles. The learning video contains a presentation of material on Faith in Allah's Apostles by learning outcome no. 2 of the Independent Curriculum which is currently in effect in education in Indonesia. The video contains a tutor's explanation regarding the material, singing together about the names of the prophets, as well as practice questions.

The urgency of this research is to enrich the learning resources of elementary school students through innovation in the development of learning videos. Apart from that, it provides new experiences for students in studying the material about Faith in Allah's Apostles. This research aims to measure the quality of the appropriateness of Islamic Religious Education learning video products according to experts and test readability by users as well as measure the effectiveness of using the Islamic Religious Education learning video media developed on the learning achievement of fourth-grade elementary school students.

A. Research questions

Based on the background of the problem, the problem formulation can be described as follows.

1. What is the quality of the suitability of Islamic Religious Education learning video products using the Wondershare Filmora application as a teaching medium for Islamic Religious Education for fourth-grade elementary school students?
2. How effective is the use of Islamic Religious Education learning video media developed on the learning achievement of fourth-grade elementary school students?

Material And Methods

This research is a type of Research and Development (R&D) research using the 4D development model [12] which consists of 4 stages, namely: Define, Design, Develop, and Disseminate. The products that have been developed are then tested for their suitability through validity and product trials. This research into developing Islamic Religious Education learning videos uses the Wondershare Filmora application. The subject matter used as material for the video is 'Belief in Allah's Messengers'. The research was conducted from January to April 2023. In detail, the development design can be described as follows.

A. Development Design

1. Define. At this stage, it is carried out to determine and define development conditions, which include:
    - Curriculum analysis is carried out to determine competencies that will be developed into video teaching materials. The competency in question is fourth-grade material regarding Faith in Allah's Messenger in Learning Outcome No. 2 of the Independent Curriculum.
    - Analysis of students to find out learning media that suits students' academic abilities. Needs analysis was carried out through observations of fourth-grade students at the Punukan Kulon Progo Public Elementary School, Yogyakarta, Indonesia to determine the condition and character of the students studied.
    - Material analysis is carried out by identifying the main material that needs to be taught, collecting and selecting relevant material, and rearranging it systematically. The material developed is about Faith in Allah's Apostles in the subjects of Islamic Religious Education and Characteristics for elementary school students in class IV. The selection of material is based on several reasons, namely adapting the material to the teaching and learning process. This material is taught in the second semester according to research time so that research activities do not interfere too much with the teaching and learning process.
    - Formulating learning objectives is carried out before preparing learning media to set targets and as a boundary for research so that it focuses on achieving research objectives. The aim of the learning is that students can explain the meaning of faith in Allah's Messenger correctly, students can explain the characteristics of the Messenger correctly, and students can explain the purpose of sending the Messenger correctly. Apart from that, students are also expected to be able to use video-based learning media for independent learning.

2. Design. After formulating learning objectives, the next stage is creating a storyline or product design. The product was created with the Wondershare Filmora application. Making a storyline aims to make product preparation easier. The storyline contains a detailed learning video storyline, starting from visual assets in the form of text and images inserted in the product, narration (voice-over), illustrated music, and estimated duration. Having a storyline makes product creation more focused and makes it easier for developers to develop products. The next stage is designing the product in the Wondershare Filmora application. Wondershare Filmora was chosen because this application is laptop-friendly, a simple tool, and easy to use. In the learning video, there is a title, learning objectives, discussion of material that is appropriate to the learning objectives, and practice questions which are arranged in such a way that it becomes a learning video that can make it easier for students to learn. The product resulting from this step is software. This development activity requires review and improvement support which can take place many times. The views of various parties, both experts and users, need to be accommodated by the development team. From this step, an initial product will be produced that is ready for field testing after going through the necessary review and improvement process.
3. Development. At this stage, it is carried out by testing the learning video with the experts involved during design validation. Product validation aims to find out whether the product being made is suitable for use or not. This feasibility is seen from the suitability of the product to the problems and/or goals to be achieved. Product validation can be done through expert judgment and field testing. Expert validation is carried out with respondents who are experts or experts in fields related to the product being developed, including material experts and media experts. Material and media experts provide assessments of the learning videos that have been made. The material expert consists of one Islamic Religious Education teacher and the media expert consists of one Islamic Education Lecturer. Teachers are material experts because they are their main duties and functions as teachers of Islamic religious education at the elementary school level who master the curriculum that applies at school. Meanwhile, Islamic religious education lecturers are media experts because they teach courses related to educational media in the Islamic religious education study program. As for the field test, in this research students also provide an assessment of the learning videos that have been made. The results of testing the learning video media are then used for revision until the video is truly suitable to meet the needs of the user.
4. Disseminate. In the context of developing teaching materials, the dissemination stage is carried out using limited socialization of teaching media to teachers and students. At

this stage, the video was distributed to 4th-grade students and teachers at Punukan Public Elementary School, Sumberan Public Elementary School, and 6 Bendungan Public Elementary School. In summary, the procedure for developing a learning video can be seen in Fig. 1 below.

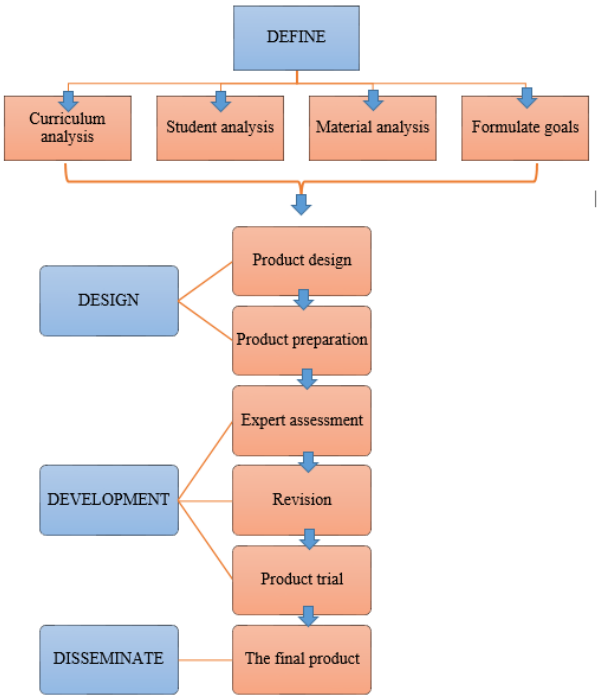


Fig. 1. 4D Model Development Procedure

B. Trial Design

The trial design is intended to get direct feedback from users about the quality of the product being developed. Before trials are carried out, the product is validated first by experts. After receiving input, revisions are made. Next, trials are carried out in limited trials and field trials. A limited trial was carried out on fourth-grade students at the Punukan Public Elementary School. Field trials were carried out on 4th-grade students at Punukan Public Elementary School, Sumberan Public Elementary School, and Wates Bendungan 6 Public Elementary School, Kulon Progo, Yogyakarta Indonesia. The material expert trial subjects consisted of 1 Islamic Religious Education teacher from the Hargowilis Kokap Kulon Progo Public Elementary School and the media experts consisted of 1 Islamic Education Lecturer from the Indonesian Islamic University.

C. Data Collection Techniques and Instruments

Data collection techniques are the methods used to obtain data according to the data required. The data collection technique used in this research is as follows.

1. Interviews were conducted to define and analyze the needs for the learning media being developed. Interviews were conducted with 4th-grade students at Punukan Public Elementary School, Sumberan Public Elementary School, and Bendungan 6 Public Elementary School while conducting observations using an interview guide.
2. Test, what is meant is a test of the level of understanding of the material presented in the video. Apart from that, to test students' understanding, a pretest and posttest were carried out in the form of multiple-choice questions, each consisting of 10 questions.
3. Questionnaires, which are used in the form of closed questions, where answers are provided in the questionnaire, and then respondents are asked to provide information or answers to the statement items according to the actual situation.

D. Instrument Standardization

In this research, construct validity was tested through judgment experts. As for instruments in the form of tests, content validity testing is carried out by comparing the contents of the instrument with the subject matter that has been taught. Technically, testing construct validity and content validity can be assisted by instrument grids. In the grid there are the variables studied, indicators as benchmarks, and question items or statements that have been explained from the indicators. Each instrument in the form of a test contains question items or statements. Testing the validity of each item uses item analysis which correlates the score of each item with the total score which is the sum of each item's scores. Furthermore, providing an interpretation of the correlation coefficient of items that have a positive correlation with the criteria (total score) and a high correlation shows that the item also has high validity. The minimum condition is r = 0.3. If the correlation coefficient is equal to 0.3 or more (at least 0.3), then the instrument item is declared valid. If the correlation between the items and the total score is less than 0.3 then the items in the instrument are declared invalid [13]. Table 1 shows the results of the validity tests that have been carried out in the research.

Table 1. Instrument Validity Test Results

Indicators	r count	r table	Notes
P1	0.62059	0.2681	Valid
P2	0.62455	0.2681	Valid
P3	0.66497	0.2681	Valid
P4	0.53478	0.2681	Valid
P5	0.42809	0.2681	Valid
P6	0.75003	0.2681	Valid
P7	0.49017	0.2681	Valid
P8	0.58829	0.2681	Valid
P9	0.49713	0.2681	Valid
P10	0.40255	0.2681	Valid

From the results of the validity testing, the questionnaire contained 10 indicator items and was completed by 54 respondents. Previously, determine the r table, namely df = N-2 so 54-2

= 52, so the r table = 0.2681. From the results of the validity calculations in Table 1, it can be seen that all indicators are declared valid based on the calculated r > r table.

Reliability is related to the level of certainty of measurement results. Instrument reliability testing in this research was carried out internally for consistency using the split-half technique which was analyzed using the Spearman-Brown formula [14].

$$r_1 = \frac{2r_{AB}}{1+r_{AB}} \quad \text{.....(1)}$$

Notes:
r_1 = internal reliability of all instruments
r_{ab} = product-moment correlation between the first and second hemispheres

The minimum requirement for a correlation coefficient is 0.6. If the correlation coefficient is less than 0.6, then the reliability is not good. If the correlation coefficient is more than 0.6 then the reliability is good. From the reliability test results, it can be seen that the reliability test results produce 0.688. This shows that Cronbach's alpha is 0.688 > 0.60. From these results, it can be seen that all statements on this variable are declared reliable or trustworthy.

E. Data analysis technique

The data analysis technique used is descriptive, namely a statistical technique used to analyze data by describing or illustrating the data that has been collected as it is, without intending to make conclusions that apply to the general public or generalizations [14].

After the video has been produced, developers need to test the appearance of the media and the effectiveness of the media in the learning process. The first test was carried out by media experts and material experts, consisting of Islamic Education lecturers and Islamic Religious Education teachers. Things tested include the appearance of images, sound, and material contained in the video. The results of the feasibility test for all aspects are presented in table form, then the average score is found. The average obtained is confirmed by predetermined criteria. Table 2 shows the criteria for each interval categorized into five levels.

Table 2. Video Eligibility Criteria Interval by Experts

Achievement level	Category
85-100	extremely viable
69-84	viable
53-68	reasonably viable
37-52	impractical
20-36	highly impractical

Limited testing of learning media by media experts aims to find out media experts' opinions about the quality of the product's suitability as learning media and as a reference in improving and increasing the quality of learning media that researchers are developing. The assessment sheet in the limited testing consists of 10 statements covering aspects of media display as presented in Table 3.

Table 3. Media Expert Validation Results

Num	Indicator	Score
1.	Interesting image	2
2.	The image is clear/not blurry	3
3.	Interesting color combination	2
4.	Text is easy to read	3
5.	Proportional text size	5
6.	The text color matches the background	5
7.	The text helps clarify the image/message	5
8.	Animation adds to the appeal	3
9.	Accompanying music adds to the appeal	5
10.	Voice intonation is clear	5
	Total	38

The assessment of learning videos by material experts aims to find out the opinion of material experts regarding the quality of the product's suitability as a learning medium as well as as a reference in improving and increasing the quality of the learning media being developed by researchers. The assessment sheet for material experts consists of 10 statements covering aspects of content/material. The results of limited testing can be seen in Table 4.

Table 4. Subject Matter Expert Results

Num	Indicators	Score
1.	Learning objectives are conveyed clearly	5
2.	The material is appropriate to the learning objectives	5
3.	The material is appropriate to the student's level of development	4
4.	The explanation regarding Believing in Allah's Messengers uses communicative language	5
5.	Image displays clarify the material	5
6.	Complete material according to media coverage	5
7.	The material is easy to understand	5
8.	The language used is easy to understand	5
9.	Systematic presentation of material	5
10.	Media supports students to learn independently	5
	Total	49

After showing the video, learning outcomes are then measured according to the learning objectives to be achieved. The video comprehension level test instrument is taken from the video text which consists of 10 questions within 10 minutes. Table 5 shows the criteria.

Table 5. Video Quality Criteria by Students

Achievement Level	Category
85-100	Very good
69-84	Good
53-68	Fairly good
37-52	Poor
20-36	Exceptionally poor

A multiple-choice test was used to collect the data. The video comprehension test formula is as follows.

$$X = \frac{\sum x_1}{n} x100\% \quad \text{.....(2)}$$

Note:
X = the level of understanding of the video
$\sum x_1$ = number of questions correct
N = number of questions

Table 6 shows the quantitative data on the level of understanding converted to the following criteria for the level of understanding of the video.

Table 6. Video Comprehension Level Criteria

Achievement Level (%)	Category
81-100	Very easy to understand
61-80	Easy to understand
41-60	Quite easy to understand
21-40	Not easy to understand
0-20	Very not easy to understand

The results of the level of understanding of the video by students were then analyzed to determine the effectiveness of using video media on student learning achievement.

Results

A. Needs analysis

Initial research and data collection was carried out to determine materials and analyze needs as a basis for product preparation. This step is carried out to determine materials and analyze needs in preparing the product being developed. The material used in this research is Faith in Allah's Apostles for 4th grade in Learning Outcome 2 of the Independent Curriculum which is currently in effect in education in Indonesia.

B. Developing video design

This learning video design was developed using the Wondershare Filmora application. The systematic video at least contains an opening, learning objectives, core material, practice questions, and closing. The complete video can be accessed at the link *https://youtu.be/1-eaUAOAbRk*).

C. Presentation of test data and product feasibility quality

The appropriate quality of learning videos is obtained through the results of assessments from experts. Small tests of learning media are carried out by media experts and material experts. The media expert is a lecturer at the Indonesian Islamic University. Meanwhile, the material expert is an Islamic Religious Education teacher at Hargowilis Kokap Kulon Progo Public Elementary School.



Fig. 2. Screenshot of Learning Video

The results of the media expert assessment obtained a total score of 38 with a final result of 76, which means that learning media is in the category suitable for application. The suggestions from media experts include:

1. It is necessary to write the identity of the level of education, for Elementary School, Middle School, or High School equivalent.
2. Open the lesson with *basmalah* and close with *hamdalah*.
3. The color composition on the slide does not match. Maybe you can create or choose a matching display to make it more comfortable to look at.
4. The teacher only appears at the beginning and end, and even then in the form of a picture. It would be better and more fun if the teacher explained the material appearing on several slides and in video form (not just pictures).
5. The appearance of the text on some slides is too slow or too fast, considering that this material is intended for elementary school students. Example: minute 1:10. This will confuse students whether they want to listen to the teacher or read the slides.
6. For the names of the Prophets, you can use songs and the teacher appears on the slide inviting students to sing together. It is very good if the learning video invites students to do activities together, such as the Dora the Explorer cartoon.
7. After you have finished presenting the material and before starting to practice, it is a good idea to summarize what you have learned. In point form only.

Next, the results of the material expert's assessment obtained a total score of 49 with a final result of 98, including the very appropriate category, which means the material in the learning

video is very suitable for application in learning. Suggestions for improvement from material experts include the following.

1. The material on Faith in Allah's Apostles is by the Islamic Religious Education subject curriculum for grade 4 elementary school.
2. The material coverage of Faith in Allah's Apostles is complete and by the learning objectives.
3. The learning material that is arranged in such a way in videos using the Wondershare Filmora application is to the characteristics of students and is easy to understand. However, it would be better if the Apostle's obligatory material was presented in song form.
4. Learning videos using the Wondershare Filmora application are written in a language that is easy to understand and supports students to learn independently.

D. Product revision

Table 7 shows a summary of the results of the learning video product before and after receiving input from experts.

Table 7. Before and After Revision

No.	Display Aspects/ materials	Before Revision	After Revision
1.	Cover	The identity of the educational level is not yet listed and there is no photo of the author.	The identity of the educational level has been included on the cover, namely 4th-grade Elementary School. An author photo has also been added.
2.	Opening and Closing	The teacher has not opened the lesson with *basmalah* and closed it with *hamdalah*.	The opening and closing are listed. The teacher opens the lesson by inviting students to recite *basmalah* and ends it by reciting *hamdalah*.
3.	Color combinations	The color appearance is less attractive and less harmonious.	The color display becomes more attractive, brighter, and more harmonious, making it more comfortable to look at.
4.	Delivery of material	The teacher does not appear in the video directly, only his voice can be heard. The teacher's explanation is also not yet interactive, communication is still one way. The teacher has not invited students to participate in explaining the material.	The teacher has appeared in video form and explains the material directly. The explanation is more interactive because the teacher checks the students' readiness and invites the students to sing together.
5.	Material on the Names of Prophets and Obligatory Characteristics of Messengers	The teacher has not appeared in person, nor has the material been presented in song form.	The teacher appears directly in video form and invites students to sing together about the names of the Prophet and the 4 mandatory characteristics of the Messenger.
6.	Transition settings for the appearance of text and sound	There are several slides where the transition settings for the appearance of text and sound are not appropriate	The transition settings for the appearance of text and sound in the video have been adjusted, so that students understand the material more easily.
7.	Summary of material	There is no Material Summary in the learning video	A summary of the material has been included at the end before closing, making it easier for students to understand what material they have studied.

E. Limited scale trial results

The product readability test was carried out at the Punukan Public Elementary School on 6 grade IV students. The product readability test was carried out on March 14, 2023. The product readability test was carried out in 4th-grade classrooms using an LCD projector and active speakers to display learning videos. Students are excited and enthusiastic to watch the learning video about Faith in Allah's Messengers. The average product readability test results show the number 97 which is included in the very good category, which means that learning videos are very suitable for implementation in learning. Thus, the product readability test can be said to be successful and will continue with wide-scale video testing.

F. Results of field trials

Field-scale trials were carried out at Punukan Public Elementary School, Sumberan Public Elementary School, and 6 Bendungan Public Elementary School, Wates, Kulon Progo, Yogyakarta, Indonesia. Based on the results of trials in three schools, it shows that the average results of implementing videos in Islamic Religious Education learning show a score of 91 which is included in the very good category. These results can be interpreted to mean that the learning videos developed are very suitable for use in supporting the Islamic Religious Education learning process on the subject of Faith in Allah's Apostles.

Several factors influence the results of video implementation in Islamic Religious Education learning in the three schools, including supporting facilities/equipment factors including sound/active speaker size, classroom size, Bluetooth connection, and student seating arrangements. At Sumberan Public Elementary School, the sound/active speakers used are large and produce clear and loud sounds. This turned out to make students better able to listen to the explanations in the video. The resulting sound can arouse greater enthusiasm within them. The students felt happier, and more interested, and were able to understand the explanations in the video well.

Apart from active speakers, the size of the classroom also affects the volume of sound produced. At Sumberan Public Elementary School, the fourth-grade classroom is not very large but is enough to accommodate 13 students and they also feel comfortable in class. The classrooms are not too large and the sound/active speakers are large in size, making the sound volume produced better, clearer, and louder. The students felt very comfortable and enjoyed every image and sound in the video. At Bendungan 6 Public Elementary School, the room size is larger, because learning is carried out in the meeting room. The spacious room and small active sound/speaker mean that the sound produced is not too loud and affects students' absorption in understanding the material. There is an imbalance between the size of the room and the size of the speakers used. However, in general, the students were able to understand the explanation of the material well.

It's a different story at Punukan Public Elementary School. The application of the video is carried out in 4th-grade rooms. 4th-grade rooms are quite spacious and quite large active speakers are also available in the classrooms. It's just that, sometimes the Bluetooth speaker connection is lost in the middle of the road and has to be reconnected. It turned out that this disturbed the students' focus. When the student was focused on paying attention to the video, suddenly the Bluetooth connection was lost and the sound disappeared. The Bluetooth connection was only lost for a few seconds, but it turned out to affect the students' focus and concentration. The student's focus breaks when the sound from the speaker disappears. They had to gather focus and concentration again when the sound appeared again, and it turned out that it took time. This makes students less than optimal in understanding the material because their concentration is broken and they have to rearrange it to be able to grasp the material well. However, overall, students were able to listen and understand the material well.

Sitting position settings also affect the results of applying the video. At Sumberan Public Elementary School and Punukan Public Elementary School, students sit on chairs, while at Bendungan 6 Public Elementary School, students sit cross-legged in the meeting room. Based on the author's analysis, students who sit in chairs tend to be more comfortable and more focused on learning. The distance between students is also well-regulated. If sitting on the floor, students tend to be less focused and the distance between students is also less regular. This affects students' focus and absorption in understanding the material. An ideal seat will certainly make students more comfortable, focused, and able to absorb the material well.

However, overall the factors inhibiting the learning process can still be overcome and do not completely disrupt the learning process. In general, learning is smooth, enjoyable, complete, and meaningful. Videos are here to make the learning process easier. Apart from that, videos also make students enthusiastic and more enthusiastic about preparing for learning. This can be seen from the behavior of students who look calm, pay attention, and follow the video without doing other activities that interfere with the learning process.

G. Implications of the use of learning videos on student learning achievement

Based on the results of the pretest and posttest at the Punukan Public Elementary School, Sumberan Public Elementary School, and Bendungan 6 Public Elementary School. Fig. 3 shows the result.

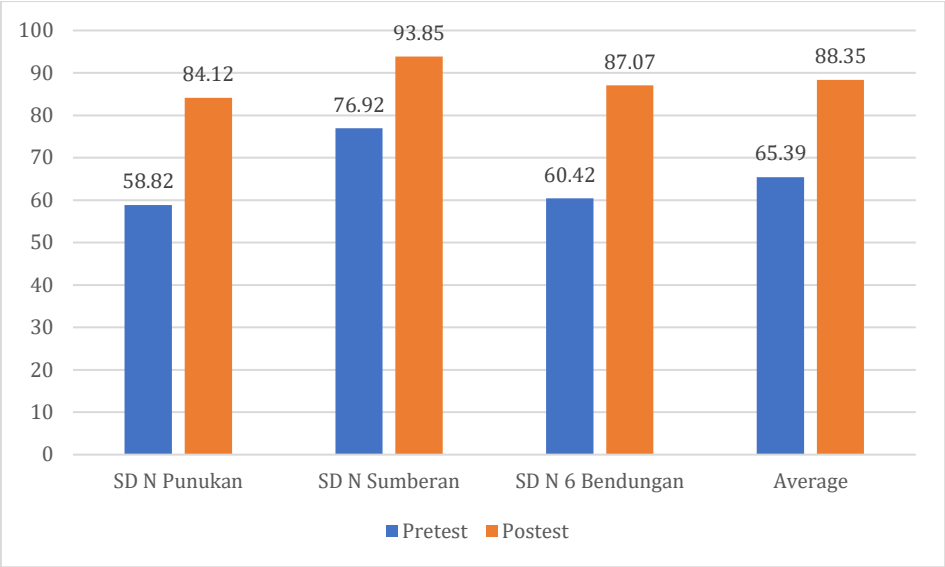


Fig. 3. Pretest and posttest results of the application of learning videos

From Figure 3, the average pretest scores of fourth-grade students at Punukan Public Elementary School, Sumberan Public Elementary School, and Bendungan 6 Public Elementary School experienced an increase before and after being treated with the learning video, namely 65.39 to 88.35. Overall, as many as 3 students from the Punukan Public Elementary School and 3 students from the Bendungan Public Elementary School after the post-test were still incomplete in achieving the Minimum Completeness Criteria (MCC) which had been set, namely 75. Judging from the level of understanding of the video, the average score was obtained. 88.35%, meaning that the learning videos developed are very easy to understand and able to improve the learning achievement of fourth-grade elementary school students.

Discussion

Implementing Islamic Religious Education learning starts with greetings, distributing pre-test questions, apperception, core activities of presenting the material through playing learning videos that have been developed, practice questions, post-test, and closing activities, namely reflection on the material that has been taught and preparation of the material at the next meeting. According to [15], learning reflection activities are an important aspect of evaluating the learning that has been carried out.

Based on the overall research results, it can be seen that the appropriateness quality of the learning videos developed has met the appropriateness quality based on the assessment of material experts, media experts, as well as readability tests by users/students. The effectiveness of learning videos has a positive impact on the learning outcomes of fourth-grade elementary school students. This is in line with research [10] that the use of videos in learning can improve learning achievement.

The use of this learning video makes students feel happy in learning. This feeling of joy makes the absorption capacity for the material greater so that student's understanding of the material becomes higher and makes student learning outcomes increase. According to [6], [16], the use of learning videos apart from improving learning outcomes also makes students happy to participate in the learning process and makes it easier for students to absorb learning material.

Using this learning video can clarify material, especially abstract material. Learning videos can function for students' senses, both the senses of sight and hearing. Learning videos also encourage students to be active in learning activities, as has been done, namely students singing along when the tutor asks them to sing. The results of research conducted by [17] show that apart from improving learning achievement, video media can also be effective in increasing interest and activating students during the learning process. The latest research regarding learning videos based on the TikTok application has been very well responded to by students, where students are very enthusiastic, creative, innovative, and imaginative in creating wise video content according to the material being taught, for example about Asmaul Husna memorization videos, videos about getting to know the Prophet Ulul Azmi, videos about various Arabic letters, etc. [18], [19].

However, despite its advantages, using video in learning requires a set of compatible supporting tools, because otherwise, it can hinder the learning process. The supporting equipment in question includes active speakers that support, a stable internet or Bluetooth connection, LCDs with clear images, a stable electricity supply, etc. According to [4], the application of video media in learning is not optimal, one of which is due to limited facilities.

The limitations carried out in this research are that development research was carried out to assess the quality of the feasibility of the product being developed, namely videos which are limited to the coverage of material on Faith in Allah's Apostles. This research did not use a control class so it could not measure the percentage difference in effectiveness between the use of videos compared to the use of other media/learning methods previously commonly used by teachers. To support video operations, you need other supporting equipment such as a laptop, projector, LCD, active sound/speaker, and internet network. Apart from that, the scope of the research is still limited to one district and has not been applied to other schools to obtain generalization of the results of testing the effectiveness of the videos developed.

Conclusion

Based on the research results, it can be concluded as follows.

1. Learning video products using the Wondershare Filmora application as teaching media for fourth-grade elementary school students have met the appropriate quality

according to the results of small tests by media experts and material experts. Video-based learning media with the Wondershare Filmora application from the media aspect received a score of 76 which is included in the decent category. Meanwhile, from the material aspect, it got a score of 98 which is included in the very decent category. The students' readability test results obtained a score of 97, which is in the very good category, and a score of 92 for the broad scale test, which is also in the very good category.

2. The learning videos developed are effective in supporting student learning as shown by an increase in the learning outcomes of fourth-grade elementary school students in pre-test and post-test scores. The average level of understanding of videos by students is 88.35% with the video category being very easy to understand.

Limitation and Suggestions

Based on the research results and discussion, suggestions for future researchers are the need to test the effectiveness of video learning media developed with control classes or other media. Apart from that, it is necessary to generalize the application of learning videos on a wider scale so that generalization of the video feasibility quality results can be obtained. The videos being developed are still limited to certain sub-topics so that other videos can be developed on different sub-topics to enrich learning resources. The videos developed can be specified using learning models such as discovery learning-based learning videos, PBL, etc.

Conflict of Interest

The authors declare that there is no conflict of interest.

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